

SEPTEMBER - 1964

VOLUME 14 - - No. 3

*Canadian
Home
Economics*

JOURNAL

Published by CANADIAN HOME ECONOMICS ASSOCIATION

25th Anniversary Year



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JOURNAL

September 1964

Volume 14, No. 3

25th Anniversary Year

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Subscriptions and change of address should be mailed to Canadian Home Economics Association, National Office, 78 Sparks St., Ottawa 4.

Subscription rates: \$2.00 per year or 50 cents per single copy.

Application for membership in the Association should be sent to National Office. Membership fee is \$10.00, due May 1st.



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Published Quarterly by
CANADIAN HOME ECONOMICS ASSOCIATION

Printed by
The Public Press Limited, Winnipeg 21, Manitoba.

Authorized as second-class mail, Post Office Department, Ottawa,
and for payment of postage in cash.



At the Final Banquet of the 25th Anniversary Convention, Mrs. S. K. Watson presented the presidential badge of office to Mrs. R. Holcomb.

A Message from the President

We are 25 years old. I'm sure all who were fortunate enough to attend the Convention in Winnipeg join me in thanking our Manitoba members who made this an occasion to be remembered.

Our Charter Members must have had many nostalgic memories, for in July 1939, they gathered in Winnipeg and formed the Canadian Home Economics Association.

Since that time there have been many changes. Our leaders through the years have kept up abreast of the times, and in doing so, have given many precious hours.

We are told that we should not look backwards, but always ahead. Let us never forget all those women who, by their work and example, set the standards, and paved the way for us today.

We are starting a second quarter of a century. Let's "hitch our wagon to a star." Let's show everyone that we have the same enthusiasm, the same drive, and the same foresight as those 116 women who met back in '39.

Each member could try, as a first step, to bring in one new member. How much more effective all our efforts would be if we could double our membership!

Norah. M. Holcomb.



“Courage To Be . . .”

by DR. A. JUNE BRICKER
Executive Director
American Home Economics Association

How would you complete the title of my talk? Would you think of the courage to be an astronaut? to get married? to change jobs? to rear children? to be happy? to be poor? to travel? to retire? to be oneself or to “conform”? In some circles, would you even dare to dislike the Beatles?

Almost any human undertaking we could mention would seem to someone to require courage. Even laziness — for there surely would be someone attempting to prod us into activity and disapproving of our indolence. Teachers would motivate us. Employers might threaten dismissal. Families would nag.

I have in mind to talk first about the courage to be . . . SECURE. Pity the insecure astronaut . . . the unhappy parent who isn't secure in rearing children . . . the insecure person floundering from job to job. Security is more than a warm blanket or a bank account. Security is a positive state. It has no relation to apathy—and little to a condition of being well provided for—pleasant though that is. We must be secure in this sense, a positive state, before we can venture to use courage in other endeavors. The home economist secure in this sense has a profession in which she is competent and in which she is growing. She also has a base from which she and her association can reach out to national problems.

Obviously, security is never fully or finally achieved. It is an ever-increasing ability to deal with change—to be competent in new and unusual situations. We need courage to build and maintain security—in our personal lives—in our professional lives—and in the activities that we undertake in our professional associations.

There are problems—many of them—that challenge our security. Some of these we will come back to later. Now let's look at another approach to security. Perhaps it is even more dynamic and more to be treasured than security itself. It is self-renewal. Many of you will recognize this as the title of a new book by John W. Gardner. (He is also the author of *Excellence*, published a few years ago.)

An anniversary observance is perhaps an especially good time to think about self-renewal and to consider the attributes prerequisite to it. The principles that Mr. Gardner sets forth apply equally to individuals, to groups, and to society. For the most part, I believe they are as applicable to your country as to ours.

Mr. Gardner's self-renewing individual develops his potentialities throughout his entire lifetime. He systematically, or at least avidly, develops “not just skills, but the full range of his capacities for sensing, wondering, learning, understanding, loving and aspiring.”

“The ultimate goal of the educational system,” says Mr. Gardner, “is to shift to the individual the burden of pursuing his own education. . . . The world is an incomparable classroom, and life is a memorable teacher for those who aren't afraid of her.”

“The most important thing [society] can do is to remove the obstacles to individual fulfillment . . . it means a continuous and effective operation of talent salvage to assist young people to achieve the promise that is in them. . . . The renewing society must be continuously fed by a stream of new talent from all segments or strata of society.

Nothing is more decisive for social renewal than the mobility of talent."

This is an inspiring Thesis—but how seldom we really see it in operation—at least among those who have passed their first youth. Yet we all know a few people who do manage self-renewal—who go beyond just keeping up or keeping informed—who have the talent of extending and developing their potentialities.

Most of us are educators. What are we doing to help young people develop attitudes of self-renewal and learn the knack of it?

Gardner states this very well. "We must combat those aspects of modern society that threaten the individual's integrity as a free and morally responsible being. But at the same time we must help the individual to re-establish a meaningful relationship with a larger context of purposes . . . one of the reasons young people do not commit themselves to the larger social enterprise is that they are genuinely baffled as to the nature of that enterprise. . . . They do not really understand their own social and intellectual tradition. They do not understand the requirements and realities of a complex modern society. They do not see where they fit in. If they are to commit themselves to the best in their own society, it is not exhortation they need but instruction."

With this philosophy, we can enrich the subjects we teach—both for our students and for ourselves. I would urge each of you—whatever your job—to ask yourself regularly—"What have I put into this report—this project—this bulletin—this conference—this interview that will be of any help or inspiration in self-renewal—or in achieving security?"

Turn the lesson around sometimes. Let the student inquire and discover. Upset a few applecarts. Risk a few predictions. Try some innovations. If you aren't familiar with how science is being taught these days—take a look. Science teachers aren't handing out the same tired old experiments that give a result that everyone knows in advance. They say to a student, "What *might* be going on here? Can *you* state a hypothesis and design an experiment to test it?" We home economists may say, "That's all very well. Science is changing so fast, they *must* do things differently." True. But families, too, are chang-

ing—and who can even recall some of the homemaking practices of 25 years ago? Much less our communication media? Or the impact of innovation? Let's try some questions and experiments, too. Let's do a few open-ended experiments ourselves.

Courage to be . . . PROFESSIONAL

As you can see, my interpretation of courage allows some pretty broad wandering. But it is well mixed with purpose and enthusiasm. We need this blended courage if we are to be . . . PROFESSIONAL. We've already sketched part of the picture of the professional person. He is a secure person. He is a self-renewing person. He inspires others to try to achieve security and to be self-renewing.

The truly professional person is sensitive to all areas of human life and society and constantly enlarges the breadth of his endeavors as well as their depth. He is in no danger of being replaced by a machine. He is self-renewing and self-refreshing. He can be mobile, but he doesn't have to be. He can make his own advancement; he can build his own good life. The good life for most of us is the satisfaction of an interesting, worthwhile job well done. If we are in routine jobs—if we cannot see advances over what we are doing a year, five years, or ten years ago—our professionalism is slipping. Our security is slipping. Our happiness is slipping. I challenge any one of you to read John Gardner's book on *Self-Renewal* and not feel inspired. I challenge any one of you to take an active part in the affairs of this Association and not grow professionally. Am I preaching? Possibly I am. But one more challenge—I know this one works. Suppose that four months from now you were to speak to a professional group like this one. Your topic might be any one of a dozen economic or social issues. How would you prepare? What would you read? With whom would you discuss the subject? Suppose your assignment also included making proposals for action by home economists. These proposals could be entirely within the profession or in some area of public service. What would you suggest?

What would your topic be? Here are a few suggestions from an article on the *Challenges of Leadership* that I found when I was thinking about this speech. They are what the author saw as 12 areas of special

importance to associations. They all begin with The Challenge of . . .

Making the Best Use of Available Resources

Constructively Using Group Methods

Individual Inspiration

Better Understanding

Rising Educational Level

Changes and Unusual Age Distribution

Social Responsibility

Government Understanding and Relationships

Your Association's Role in World Affairs

Personal Self-Improvement

Greater Behavioral Understanding

Self-Understanding and Emotional Maturity

What have you been thinking lately about topics like these? What have you done about them? What could you be doing? In one way or another, all associations are grappling with most of these challenges, and inevitably they bring us to the need for individual responsibility and leadership.

For the remainder of my time, I would like to talk about

Courage to be . . . LEADERS

You will forgive me, I hope, if I draw my examples from my own Association and from the United States. I suspect that our problems are universal to some extent.

This year our Association chose "The Challenge of Leadership" as its annual meeting theme. We could think of nothing more timely.

Our colleges are looking for leaders. Scarcely a week passes that at least one inquiry does not come over my desk or a request by telephone for a qualified person to fill a vacancy on a college faculty.

Our Health and Welfare agencies are looking for leaders. Our national association and our state home economics associations are in need of leaders—and I say this in spite of the fact that for our Association I could easily verify association activity of more than 1,000 members in elected positions or on committees.

We have undertaken an activity this year that we feel will be very successful in developing new dimensions of leadership. In April, we brought the presidents of state home economics associations to Washington for a two-day meeting on program and

leadership. In the past, these presidents have met together only in connection with the annual meeting and have had to give most of their time to consideration of what are often largely administrative and mechanical problems. The state presidents have never had the kind of opportunity to consider program that we could provide in Washington. I think we saw the benefit of this meeting reflected in the annual meeting in several ways.

Leadership works downward as well as upward to organization structure. All too often we find that excellent programs on a national level are not carried back into region, state, or local community, to really accomplish the goals we set out to achieve for families.

Next year, we hope to conduct a workshop on home economics leadership in working with low-income families. Local action programs and the national program are being planned simultaneously so that there won't be a leadership leak between national and local programs.

We brought together in Washington a special committee on resources for low-income families. Its purpose was to consider how the profession of home economics might contribute to "the war on poverty." I looked over the minutes of that meeting, thinking of what might be of interest to you, and I checked a few items as I read along. When I went back to pull them together, I was struck by how similar they were to some of the things we were saying about work in the newly developing countries ten years or so ago. They mentioned research, of course; and true understanding and respect for the other person's situation; and an interdisciplinary approach; and inclusion in our textbooks of some of the characteristics of low-income families (other than their low incomes); and almost most important of all—a recommendation that our young undergraduate home economists have an opportunity for some experience with low-income families. The report then outlines the role that the home economist could take as a leader in the community.

Yes, everyone is in need of leaders. Even President Johnson has had difficulty in finding—and more difficulty in capturing—the quota of women leaders he asked for last winter.

Many of the women that the President would like to appoint to high government positions are not available—for reasons that we can well understand. For example, families that cannot move to Washington or a business that cannot be left to run itself. The President has solved part of this dilemma by making up two lists of capable women—one, of those who could accept full-time government positions and the other those who could give short-term service. This is not the simplest solution, but it is an imaginative one and one which recognizes that women are not professionally as mobile as men. Our associations use this technique on special projects and committee work—but I wonder if we couldn't exploit this idea a little more than we do.

Leadership must be understood. It must be practiced. It must be constantly renewed. Above all, it must be shared, for leadership and participation unspent is lost—or even more serious, it is squandered unwisely. Leadership potential—like energy in the physical universe—seems never really to be lost—merely transferred or transformed. Where leadership is practiced in the smallest unit of the organization—at the level of the individual member and at the level of each increasingly larger group—a buoyancy is created that is far more useful to the program of the organization and to its officers than all the leadership in the world forfeited by those without the courage or vision to be leaders in their own milieu.

Related to President Johnson's appointment of women to important government positions is the continuation of work begun by the Commission on the Status of Women, in the United States, through a Citizens' Advisory Council on the Status of Women. The Council's objectives are to study and encourage implementation of the report titled *American Women*. This is an area of action that is traditionally very close to home economics, for it touches home and family life and education of women as well as women's role in the community. More than that, the report is an example of national leadership that offers to many professions—not just ours—invaluable clues to self-renewal, to broadening of programs of education and action. Our staff sat down with the Commission's report, pulled out the main emphases in our field—day care

services, homemaker services, consumer information centers, community planning, for example—and prepared a most impressive document showing our existing programs by the AHEA, existing activity in the profession, and making recommendations for implementation by AHEA and the profession. If you look across the sheet at those four columns, you will be impressed with the richness of our profession and with the unlimited possible combinations of services for the welfare of women—and of course families, too—in our world.

Leadership in public service is not new for our Association or for yours. We, at least, could do much more, had we the necessary manpower—womanpower, if you prefer.

In speaking of public service, I do not mean for one moment to overlook our strong ongoing programs of home economics—education, Extension service, business, research, consumer education, and others—you will hear more about these areas from other speakers on this program. But the problems of society today are such that strong young branches must also sprout in new directions. The health and welfare of individuals and of families so often becomes the welfare of a whole group of individuals or of a whole group of families. Its effects are diffused in many directions; its solutions must come from many sources. Let me give you some examples:

In the United States today we have

More than 16 million persons over the age of 65

6 million homemakers who have physical handicaps severe enough to hinder them in their daily activities

33-35 million families with incomes at the poverty level

800,000 secondary school dropouts each year

3,640,000 unemployed workers

These are individuals. Most of us work with individuals and perhaps we feel that our responsibility cannot extend much beyond the individual. But look at these figures again—there is a link between the individual and the group and also between groups.

For example, one-third of our young men fail to pass the draft tests—about half for physical reasons and the other half fail the educational test. Interviews of 2,500 of the

men who failed the educational tests revealed a close connection with poverty. One-fifth come from families that received public assistance during the past five years; one-third from broken homes; nearly one-half were unemployed; approximately one-half were from families of six or more children; three-fifths were high school dropouts.

Each aged person, each handicapped person, each bewildered or rebellious draft rejectee is an individual. But for many, help will come only when the problem that he shares with the others can be seen in its total scope and when the counterattack is adequate to the situation.

In our situation, add to the problems of these special groups, the interwoven problems of civil rights, integration, and unemployment to say nothing of the international "cold war," and the complexity of the situation becomes only too clear. Add still another effect—change—and our problems are compounded. How can young people who are not only unemployed, but unemployable in the first years of adulthood ever be brought into society as self-sustaining and contributing members? We do not know. I hope we can find out. As the example of the draft rejectees demonstrates, the problem is not just a problem of education; it concerns poverty, lack of motivation, cultural deprivation, handicaps of many kinds. It may also be concerned with automation—a great social force that affects the old as well as the young. We believe in the right—and the ability—of all of our people to find and to hold satisfying jobs throughout their working lives. Here we are meeting change head on—to date we are losing. This second industrial revolution is undoubtedly eliminating jobs—possibly in the thousands per week! Is it creating other jobs? Not everyone thinks so. And certainly the new jobs are not for the displaced worker unless he has new skills to offer.

To be secure in the face of automation will require not only courage but new insight and revolutionary ideas and solutions. Certainly we need to take a new look at educational programs and at the skills and attitudes and expectations that we are teaching. Minds must be open to accept social responsibility for the human problems connected with automation. We must have

the courage to consider revolutionary proposals. Some are already being made. For example, a report released in March by 32 economists, writers, educators, labor officials, and others in which they concluded that our nation must take action to insure incomes for all men "whether or not they engage in what is commonly reckoned as work."

They predicted that there will be worsening poverty and joblessness unless radically new policies are devised to distribute the machine-made wealth.

Other views of automation and its effects may also give us some clues about the education of young people. I recently came across an essay that won a prize in a national competition last year on "Preserving the Individual in an Age of Automation." The author looked at automation from the point of view of a parent. A parent frightened for the future of her children. She reviewed in her mind the great benefits that she had received as a homemaker from automated household equipment. She recalled both the traits of the human help that were easily replaced by machines and the qualities of those that no machine could ever replace. Then she looked, as she said, straight at her "six children with the cold eyes of a prospective employer." Each, she decided, was indeed employable because each had a strong individual bent and was successfully developing it. This is the kind of perception that we can build into our education programs. It means security and the ability to be self-renewing.

"Of course there is danger in automation," this mother concluded. "Danger will keep us lean and on our toes. It is simply the survival of the fittest, and as parents our job is to make our children as fit as we can—then sit back and let them fly as high and as far as they will. Straight to the moon if they must."

This is our job as educators, too.

We, as home economists, may be like the young man who said he didn't expect to start at the top, but that he would like to start one rung above automation. As professional people we may feel that we are safely on that rung or above it, but we cannot be or remain uninvolved in any great change that so deeply affects the security of individuals and the well-being of families.

Automation is certainly an area where the individual problem is almost swallowed up in the problem of a great number of individuals. We must teach the "not yet known" not only in vocationally oriented courses but in such important areas of modern life as science and politics.

As Gardner said, "Young people must be helped to understand the requirements and realities of a complex modern society. This applies to all income levels and to all groups in society. As you well know, we are deeply concerned with several groups in our educational population—the so-called "gifted" is one. The dropouts, who haven't finished secondary school, are another. And, what seems to be the most critical of all at the moment — the disadvantaged or deprived low-income or slum child.

In a brilliant article in the May issue of *Harper's Magazine*, Charles E. Silberman states our goal as a situation in which the schools "do their job so well that children's educational performance will no longer reflect their income, or their social status, or their ethnic group, or their color." His proposal is for nursery schools that will begin admitting slum children at the age of three or four, instead of five or six. He believes that in these early years slum children fall behind in developing communication skills because no one communicates with them beyond very brief phrases. They learn *not* to listen in order to escape the noise of crowded conditions. They are not encouraged to exercise their minds and hence later development is impaired.

At the other end of the scale, the "gifted" are certainly getting a great deal of attention. But what determines "giftedness" and on what basis can we deal with these children separately from other youngsters? I don't think we have definite answers to those questions. Each of us keeps trying to determine answers to these questions. An interesting little essay on an "honor track program" came my way the other day in which a teacher spoke out for the honor track program. In explaining her method of grouping, she explained that beyond—or probably sometimes instead of the usual scores, she searches for "that certain something I will refer to only as a 'spark'—an attitude toward learning marked by enthusiasm and desire to explore and venture beyond the routine." That spark is what

we are all looking for—for our students, for our staffs and faculties, and for ourselves as we undertake refresher courses, or reach out into the behavioral sciences—and the physical sciences—for greater understanding of our world.

There is one further point that I would make about education—particularly when we are giving so much emphasis to higher and higher skills and suggesting that jobs may no longer exist for the person of simple abilities. In our eagerness, let us not destroy the dignity of the simple job well done. These jobs, too, can arouse the "spark" of enthusiasm and pride. They give to many human beings a sense of achievement and worth that they might never experience in other situations.

If we show only a small amount of vision and courage and willingness to invest a little of ourselves in bridging this gap between the problems of the individual and the problems of the group, others will join with us and reinforce our efforts. For example, about a year and a half ago, AHEA proposed extending the efforts of several of its members in the field of rehabilitation through a national interdisciplinary workshop on rehabilitation of the physically handicapped in homemaking activities. The Office of Vocational Rehabilitation of our federal government was very willing to help finance the venture and to help carry it out. It was highly successful—as some of you probably know. As a result, the AHEA was offered the privilege of administering 5 traineeships in universities so that leaders could be trained in this special kind of work. Next year we will have 10 such traineeships available. This is only one example of how we can draw on our special competence to deal with the group problems of one or the groups in society that seem to be particularly in need of help now.

I mentioned home economics as an international activity that has given us great satisfaction especially since World War II, but some really fine work was going on even before that. Thirty-four years ago, our Association began granting scholarships to international students. We have now given awards to 176 women from 45 countries. Those of you who attended the Tenth International Congress on Home Economics in Paris last summer heard some of these former scholarship students as speakers at

that meeting. In all, 15 former scholarship students registered at the Congress—certainly proof of their continuing professional interest and success. As well as proof of the potential unity of the profession of home economics.

I have touched on many areas of our professional activities in a rambling fashion, but I hope that I have indicated the breadth of a field in which we may give and should be giving the broadest service possible. I ask, "Can any profession—its individuals, its groups, or its association—avoid some degree of leadership in these areas?"

PROVINCIAL NEWS

Alberta

The Alberta Home Economics Association has experienced an excellent year. The new executive includes: President, Mrs. W. D. Gainer; Past President, Miss Bette Purves; Vice-President, Mrs. W. B. Mullen; Secretary, Miss Henrietta Sheptyki; Assistant Secretary, Mrs. Joyce Moore; Treasurer, Mrs. Shirley Gorman; Members of standing committees are: Archives, Mrs. J. G. Geddes; Convention, Mrs. J. T. Gilfillan; Membership, Mrs. H. J. K. Darling; Publicity, Mrs. Alberta Elcombe.

Twenty - one members attended the C.H.E.A. Convention held in Winnipeg.

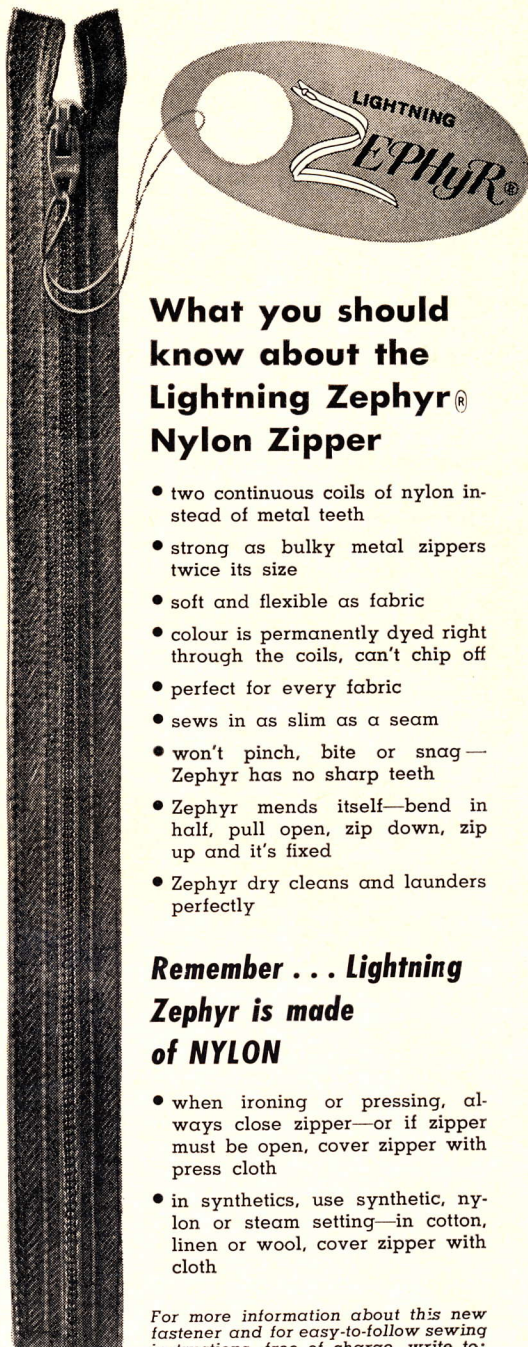
Work on the new Home Economics Building at the University of Alberta is now in progress. The building is expected to be completed at the end of this year.

The Home Economics Specialist Council will hold a workshop on family relationships at the Banff School of Fine Arts, August 23 to 28. It will be conducted by Dr. Alfred Gravatt, Professor of Sociology and Family Life, Oregon State University, and his wife, Margaret Dowell Gravatt, M.D., Pediatrician at Oregon Fairview Home.

After three years of intensive work the A.R.D.A. is delighted to announce that the Dietary Service Technicians' Course will be offered in September, 1964, in the Northern Alberta Institute of Technology in Edmonton. It will be a two year course and is designed to give thorough training for those wanting to work in the dietary department of a hospital or similar institution.

—Jane Churchill

SEPTEMBER, 1964



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News from Canada's Capital



Dr. Laura Pepper, one of Canada's best known home economists, retired on June 10th after 33 years with the Canada Department of Agriculture. She was Chief of the Consumer Section since its establishment in 1939.

Dr. Pepper was born in Ottawa and attended school there. She graduated in home economics from Macdonald Institute, Guelph, and took her dietetic internship at St. Luke's Hospital, New York. She was a food supervisor with Child's Restaurants Limited in New York and Toronto, leaving the company to accept a position as Assistant Director of Home Service, Consumers Gas Company, Toronto.

In 1931 she was appointed to the Dairy Branch of the Federal Department of Agriculture as lecturer and demonstrator. The Branch was responsible at that time for all promotion and research on dairy products.

With the reorganization of the Department in 1939 and the establishment of the Consumer Section, Dr. Pepper was appointed Chief of the Section. Under her direction a national advisory service on the buying and using of Canadian agricultural products was established for consumers in both English and French, and the staff has grown from a nucleus of two home economists to its present strength of 11 home economists and three technicians.

In 1946 she was made a Member of the Order of the British Empire in recognition of her contribution to agriculture during World War II.

In 1957 she was invited to represent Canada at a meeting of the Special Advisory Committee set up by the Food and Agriculture Organization in Rome to study the contents of the Organization's home economics program.

In May 1960, Mount Allison University recognized her contribution to the field of home economics in Canada by conferring

on her the honorary degree of Doctor of Laws.

Dr. Pepper is a member of the Canadian Dietetic Association, Canadian Home Economics Association, the Consumers Association of Canada and the Professional Institute of the Public Service of Canada. She is also a member and past president of the Ottawa branch of the Zonta International, a service organization of executive women in business and the professions.

Dr. Pepper is well known as a speaker having addressed many conventions of producer, trade and consumer organizations. She has also contributed articles to a number of professional periodicals.

Her travels throughout Canada on official business has whetted her appetite for more. Although her vacation trips have been spent in Europe, the Caribbean and Mexico where she has been interested in observing the living and food habits of the people, she says that her special interest will always be in Canada. She expects to travel to Western Canada this fall and contact many of her friends and associates. We are sure that she will continue to maintain an active interest in consumer affairs and in the home economics profession.

From the Editor . . .

Notice was received of the death of Mrs. W. A. Amos just as the Journal was going to press. A complete obituary of Mrs. Amos, an honorary life member of C.H.E.A., will be published in the December Journal.

Special thanks is extended George N. Jackson Ltd., for a donation of \$100.00 to assist with the publication in the Journal of 1964 Convention material.

To the list of Charter Members printed in the June edition of the CHEA Journal, please add:

Mrs. W. S. (Margaret) Frazer, Morden
392 Niagara Street, Winnipeg 9, Man.

An error in the same list should be corrected to read:

Mrs. S. E. Grey, St. John (deceased)
not Mrs. Sibson (nee Betty Grey).



Today's Woman in Tomorrow's World

by MRS. ELIZABETH CLESS

*Co-director, University of Minnesota Plan
for the Continuing Education of Women,
Associate Professor and Assistant to the
Dean of the General Extension Division*

I am delighted to be with you tonight for a number of reasons. First, I have a very warm spot in my heart for the home economists since yours was among the first units of universities in the United States to grasp the concept of continuing professional education. Second, I am glad to be even a small part of the Canadian-American cultural exchange movement. The last opportunity I had to be a part of this sharing of ideas was as a guest of the University of British Columbia for the magnificent Vancouver Arts Festival. It is most satisfying to feel that this time perhaps I can be on the giving instead of on the receiving end. Third, I am grateful to you for providing me with a safe spot outside the borders of my own country from which to make the following remarks. They conceivably could disturb some vested interests in the United States and although I know nothing of the extradition agreements between our two countries, I shall hope to be able to throw myself on your tender mercy in case I get a little rough with the established order as we know it down south. (However, Dr. Bricker's speech this morning gives me courage.)

We on the North American continent have more in common than we hold as differences. An astute social scientist friend of mine has said that the differences are greatest on this continent by regions rather than by countries. The Canadian living on the West Coast has much more in common with the United States citizen living on the West Coast than either of them has with his compatriots living in the large cities of the eastern seaboard. At that, our regional differences pale into insignificance when set against our similarities and, of

course, in 1964 the concern we share about the issues of our time is not confined to the North American continent. It extends over the entire globe. Russia is as concerned about the population explosion in underdeveloped countries as are we. Africa and India are as involved in the attempt to educate their populations as are we. Concern for living standards and food production is certainly not confined to our continent. Perhaps the most unifying, basic problem which we share with other peoples of the world is fear — fear, which almost paralyzes us at times — the fear of global suicide by nuclear fission. There are times when I wonder if we are not channeling all of our fears into this one instead of facing reality. That reality, I venture to say, is that the world most of us grew up in has already been destroyed. It was blown to bits — brutally and shamefully — on August 6, 1945. Shortly after that, the generation now entering college was born.

Social scientists tell us that there have been three total cultural revolutions in the story of man's existence. The first, coming after a million years of human life on this planet, was a slow agricultural-urban revolution brought on by the domestication of certain plants and animals. About 7,000 years after that, the internal combustion engine was invented, which more quickly produced the recent industrial revolution. With the sudden explosion of the atomic bomb on Hiroshima in 1945, man changed his world for the third time and the atomic revolution makes the other two look like kindergarten games. Immediately population exploded, knowledge exploded, empires were destroyed and underprivileged men all over the globe became aware of the

life and dignity they deserve. It will undoubtedly be 150 to 200 years before mankind can come completely to terms with the world which our college freshmen are the first generation to inhabit. We are here and will be around for 30 or 40 more years, but we are survivors. They are the inhabitants.

The difference between the world we knew and theirs can be illustrated easily by the change in the life expectancy of an American woman. My grandmother lived when the average American woman died at the age of 47. If I am today's average woman, I can expect to live until I am 82. The college freshman's daughters, if they are average, will not die until they are over 100 *and* all these years, the doctors assure us, will be productive, vigorous years.

This is a cozy, personal example of one effect of the atomic revolution. But — even if we have difficulty facing it — the fact is that the total landscape is shifting like the sands of the Sahara. Our world was built on the importance and imperative of work for every man. The tiny fact that 98½% of all the American unemployed in 1963 were unskilled laborers and that there was, at the same time, a terrifying shortage of teachers, computer programmers and doctors seems to indicate that perhaps within the next 50 years, and certainly within the next 100, work will become a privilege reserved for the highly intelligent while the majority of people will occupy their time in economically unproductive ways.

Our world was built on the concept of the mystery of life. The world of the near future will include understanding of the genetic code carried in the DNA molecule, allowing our grandchildren — if not our children — to determine whether their babies will be boys or girls, how tall they shall grow and what kinds of personalities they shall have. The already accomplished production in a test tube of amino acid — the basis of the protein molecule and thus of living cells — foretells the man-made creation of life by chemists within the foreseeable future.

These things bewilder, disturb and terrify us. Our children, however, have known nothing else. I do not worry about them since I am aware from personal experience

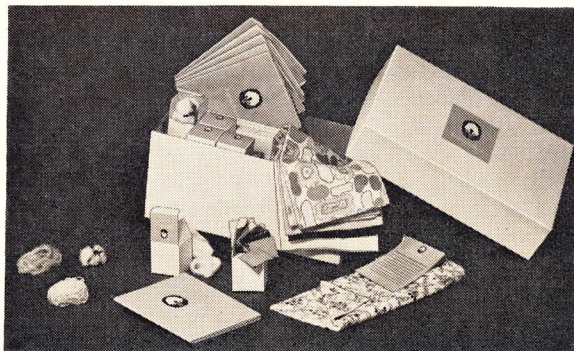
that they were writing sixth grade papers on the structure of the atom. Do you realize that most of us in this room did not need to know what an atom was until we were almost 30—and most of us still have only the foggiest notion of its structure?

So, here comes the commercial — the importance of broad, liberal education, not just the training for a job, necessary though that may be — but education which will help us make our own wise judgments in the face of the changing world. Atomic energy, for example, is an impersonal force. Only man's decisions about how it shall be used make it good or bad. We are learning, with difficulty, what I think the next generation takes for granted — that a high school diploma, a college degree, or a Ph.D. marks only the beginning step toward the education of today's intelligent man or woman. It is lucky that learning is so exciting and satisfying because since 1945 it has become an absolute necessity for our social and personal survival. Carefully planned, carefully chosen education — including far more than one's special interest — must become a pattern which continues to the end of our days. We are uneasily aware that at any moment we, as citizens of democratic countries, may be asked to make decisions which will be literally matters of life and death. All too often our specialized training has left us ill-equipped to do so with confidence.

The best minds of all of the world must be utilized if we are to remain alive in it. It therefore follows that the battle between the sexes was buried in the twisted ruins of Hiroshima and Nagasaki. Our world demands the highest potential of every person — man or woman — but since it seems obvious that women will continue to produce babies and help raise them, at least until that living cell appears in the chemist's test tube, it has become evident that though women may study exactly the same subjects as their brothers and husbands they will probably do so on a different timetable and perhaps in different ways. The educational pattern is changing to fit the new world and is acquiring hitherto unknown freedom and delight.

On the basis then of the need for continuing life-long education and the need

Canadian Cotton Council Offers Home Economics Teachers a New Cotton Science Kit



THE response to the first edition of "Cotton Science" during the 1963/64 school term was so enthusiastic that the Canadian Cotton Council has produced a second edition designed to give secondary school Home Economics students an even more detailed analysis of textiles.

The new knit has been prepared in consultation with Home Economics supervisors, teachers and other Canadian textile educationalists. It is the most scientifically comprehensive concept in teaching aids produced by the Canadian Cotton Council to date.

This new Cotton Science kit encompasses 25 copies of a 72-page textbook outlining the characteristics of cotton, the construction of woven and knitted fabrics and the behavior of various fabric finishes.

The textbook contains nine chapters, eight of which deal with the history and production of cotton from farm to finished fabric, the ninth with sewing and laundering. Thirty-three classroom exercises are included. Many line drawings accompany the topics. Practical questions and classroom exercises follow each chapter. And in order to help the student better visualize the subject, samples showing the culture and processing of cotton from boll to yarn are included, as well as 12 one half yard fabric lengths with descriptive labels attached.

To illustrate the many weaves and finishes of cotton fabrics, 1,550 fabric swatches contained in 18 boxes are included. This thoughtfully planned kit therefore provides each student in

a class of 25 with an individual textbook, fabric swatch sets and samples.

The text has been designed for use in conjunction with secondary school Home Economics syllabus. Its format and size (8½" by 11" standard three-hole punch) will allow for extra pages and other supplementary material to be attached. The durable paper stock was chosen for mounting fabric swatches and other class material.

The Canadian Cotton Council is offering this modern kit at a nominal price of \$25.00. Send remittance to the Canadian Cotton Council, Dept. CC4-E, 1466 Crescent Street, Montreal 25, Quebec. If more than 25 texts complete with swatches and descriptive samples are required, they may be obtained for \$1.00 per set.

Cotton Science Chemistry Kit

A limited quantity of "Cotton Science" Chemistry Kits are available at \$10.00 per set. The kit contains:

- 20 student copies and one instructor's copy of a text which describes the procedure in conducting 22 classroom tests and provides a storehouse of information on new cottons and their care.
- 25 packages of fabric swatches, each carefully labeled, to illustrate the basic weaves and finishes of cotton fabrics.
- Chemicals and other necessary equipment to make the teaching and study of textiles easy and interesting are included.

for that education to be as broad as we humanly can make it, I should like to launch into some speculations about the future of your own field — that of Home Economics. Here I would like to take issue with the implications contained in the newspaper account of the speech given by Dr. Mary Bunting, the president of Radcliffe College, to the American Home Economics Association Convention, two weeks ago. Dr. Bunting and I are old friends. We have worked together for many years in the field of continuing education for women. One year after the University of Minnesota received its first grant from the Carnegie Corporation to establish a pilot program for public universities in the continuing education of women, Radcliffe established its famous Institute for Independent Study. The philosophy which motivated each of these programs is basically the same, that of a firm belief in the contributions which can be made by women — no matter what their training — if universities and colleges will re-open their doors to the adult seeking further knowledge.

We at the University of Minnesota have been concerned from the beginning with every college-educable woman. We have been experimenting with new educational scheduling based on our investigation of the natural timetable of women's living. We have investigated the possibility of condensing the new knowledge of the past 20 years in all of the fields included in the liberal arts into a highly concentrated one-year seminar for adult women. We have established neighborhood seminars led by university faculty members which investigate one aspect of our changing world in some depth for those intelligent women who are not concerned with credit toward a higher degree. We have experimented with some changes in admission procedures and orientation to the University for the mature woman coming back for a degree at the undergraduate level and, with the help of professional schools, such as that of Home Economics, are exploring methods of refresher training for the already trained but perhaps fairly rusty housewife whose children are grown and who is now anxious to re-enter the labor force on a professional level. We are hoping shortly to institute a

number of ways in which the skilled volunteer can obtain the knowledge necessary to become a semi-professional — whether it be in the area of social welfare, education, or the arts. She could then shoulder some of the burden now carried by the over-worked professional in these fields with the sure knowledge that she was making a maximum and recognized contribution to our society even though she might not need a pay check for her efforts. The Minnesota Plan is an attempt to provide college-level training or post-college information for all women who have the ability to work at these levels. We provide an experimental educational setting, as well as a facilitating and counseling service within the University, investigating both new educational methods and new educational procedures which can be adapted by other universities and colleges.

We have not strayed as far from the subject of Home Economics as you may think. Mrs. Bunting is reported in the newspapers to have said that Home Economics colleges have been too rigid in their requirements, while she would like to see Radcliffe have more classes related to homemaking. It is on this point that I would like to differ. Watching the field of Home Economics, through the eyes of the Minnesota Plan for the Continuing Education of Women, it seems to me that a different suggestion is more practical. We know that today's young woman, whether she lives in Canada or the United States, marries on the average somewhere between the ages of 18 and 20. Therefore, if she has not received the rudiments of the Home Economics curriculum either in high school or from an informed and competent mother, she probably will be a lousy housekeeper. On the other hand, the trend toward employment of the highly trained, selected minority in our society underlines the need for specialized and competent professionals in the field of Home Economics, as in every other area of human endeavor. I know that you in your field are looking at yourselves and your training with a very critical eye these days and it seems likely that changes are in the offing. It would seem that Home Economics instruction, perhaps before, but certainly during adolescence is imperative in this age of do-it-yourself homemaking.

Child development, nutrition, family financing, related arts and all of the other areas of your specialty should be joint concerns of high school teachers and the mothers of teen-age children. I say children because I firmly believe that boys as well as girls should receive instruction in these essential fields of family knowledge. Then at the level of the undergraduate college curriculum, a broad liberal arts base could be built for graduate-school specialty in the field of Home Economics. The pattern then would become something like that now followed by the medical colleges. Home Economics, as such, would turn itself into a division of the graduate schools of this continent, with all of the prestige and professional direction implied in that move. As is the case with medicine, law or social work, the graduate school of Home Economics would naturally make some prerequisites of the undergraduate curriculum. However, all specialization would be reserved for the master's and doctor's degrees. Here we are taking into account the current subtle shift in which men increasingly are entering traditional "women's fields." The desire to nurture others is not an exclusive attribute of the female animal, whether it be done through the channels of Education, Medicine, Home Economics or Social Welfare. More and more men are entering the feminine ghettos of the nurturing professions and this trend seems to be accelerating. We know that the old image of Home Economics as an exclusively feminine concern is disappearing. Men and women must be welcomed to the field and allowed to see its dignity and necessity, both at the adolescent educational level and at the graduate professional level.

But a word of caution and a word of hope — may your profession emphasize the broadest concept of professional education. Any one of voting age will have to make decisions as a citizen and as a person which have implications for all humanity. Therefore, continuing liberal education throughout these years of professional training is a new necessity of our time. The incredible acceleration of knowledge in all fields today may make it impossible for any one of us or any one of our children to be the "universal man" envisaged by the 18th century philosophers. However, the same

acceleration has made it impossible for any one of us or anyone of future generations to ignore the main streams of change in the sciences, the social sciences and the humanities for the two to ten years that it will take him to acquire his specialized professional competence. Today, events and the decisions which must be made about those events will not wait for any man to complete his professional training in yesterday's single-minded way.

Just so each of us — no matter how well trained — must constantly be re-trained if we are to be useful in our specialties. As people and as citizens, we also must be re-trained continually in the tools of thought used by the nuclear physicist, the politician and the painter. With the basic necessities of life — food, clothing, and shelter — being no problem to most of us lucky enough to live on this continent, a fourth necessity seems to have been added. That necessity is one of education continued throughout our entire lives. Without such constantly renewed exposure to current thinking it is becoming increasingly difficult to acquire the first three necessities of which we spoke. Therefore, we would hope that you as home economists — you as educators — for no matter what your actual job, an home economist is primarily an educator — and you as citizens of this particularly fortunate corner of the world will be the realists and pioneers in new patterns connected not only with food, clothing and shelter but with education.

Nathan Pusey, the President of Harvard University, has summed up the situation in this way, which pleases me above all other definitions:

"Education is society's servant but also her tireless critic, for no civilization is ever worthy of worship. Values of critical importance for human beings are always getting lost or getting obscured and undervalued in the workaday world. A complete education has the responsibility to do more than serve society. It must save us from ourselves."

Special Anniversary Edition of the Journal, June 1964, available from the Business Manager, Miss Louise Smith, School of Home Economics, University of Manitoba, Winnipeg 19, Manitoba. Price 50 cents.

Who's Who in Canadian Home Economics

Norah Holcomb, B.H.S.

Mrs. Holcomb (nee McCarthy) is a Nova Scotian by birth. She went to elementary school in that province, then to Macdonald



High School in Quebec, followed by attendance at McGill University. She graduated from McGill with the degree of Bachelor of Household Science.

Her working experience began with a two-year period as Assistant Dietitian with Jas. Ogilvy's of Montreal. From 1936 to 1943, and again from 1946 to 1959, she was a teacher of Home Economics on the staff of the Montreal Protestant School Board. The two years between these periods were spent as a Lt. Dietitian with the Royal Canadian Army Medical Corps. Since 1959 Mrs. Holcomb has been Supervisor of Home Economics on the staff of the Protestant School Board of Greater Montreal.

Mrs. Holcomb is a member of the Provincial Association of Teachers (Quebec); a member of the Auxiliary of Verdun Protestant Hospital; member and past secretary-treasurer of Supervisors' Association of Greater Montreal; member and past-president Quota Club of Montreal; Past Governor of 18th District of Quota International; member of McGill Alumnae.

Aside from her work and her varied organizational activities, Mrs. Holcomb is much interested in fixing an old house in Nova Scotia; sewing when she can find the time; working for her service club (Quota). Home-making for her husband and their two cats, Peter and Lucky, comes high on her priority list.

The Canadian Home Economics Association is most happy to welcome Mrs. Holcomb as their President for the 1964-66 term of office.

E. Evelyn Auclair, B.H.S., M.Sc.

Born at Semans, Saskatchewan, Mrs. Auclair (nee Booth) attended Kamantha primary school, then took the first two years of high school at Semans, and grade XI at Regina College. She received the Bachelor of Household Science degree from Saskatchewan University and the degree of Master of Science from the University of Minnesota.



Prior to receiving her Bachelor's degree, Mrs.

Auclair was a public school teacher in Saskatchewan. After graduation, she was on the Women's Work staff of the Extension Department of the University of Saskatchewan. From 1942-47 she worked for the Wartime Prices and Trade Board, Ration Administration Section; from 1948-64, she was Director of Food Services for the Montreal Y.W.C.A. Commencing September 1, 1964, Mrs. Auclair will be on the staff of the Montreal Protestant School Board as a high school teacher of Home Economics.

Mrs. Auclair edited the Canadian Home Economics Association's News Letter, and the first issue of the Canadian Journal, during 1948-50. She is a Life Member of the Canadian Home Economics Association; is a member of the Montreal Home Economics Association, and served as president, 1963-64; she also belongs to the Canadian Dietetic Association, the Quebec Dietetic Association; and is a member of the Board of Directors, and Vice-Chairman of Feller College, Grande Ligne, Quebec.

Mrs. Auclair has written two unpublished papers in connection with her work for her Master's Degree.

Early Canadian History, French Canadian handicrafts, and cooking (particularly breads) are her major non-professional interests.

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<i>Your Food Dollar</i>	<i>Your Automobile Dollar</i>
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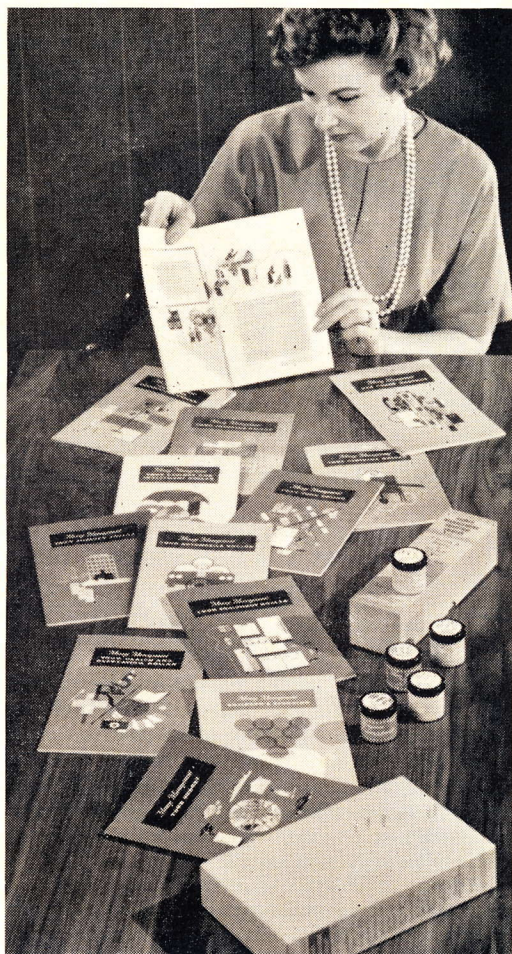
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**MISS KATHARINE MIDDLETON
MISS ANNA SPEERS**

(Award address by Miss Isobel Robson at Anniversary Luncheon in honor of charter members — Wednesday, July 8, 1964.)

This is a very delightful and also a very unique occasion. There will be other anniversary meetings and conventions, but there will never be another 25th anniversary!

Many of us are having nostalgic memories during these few days when we are seeing fellow home economists whom we met for the first time in Winnipeg in July, twenty-five years ago, and we are thinking of some of those who were present then and could not be present today, and others who are no longer with us. Those new friends have become, over the years, very dear friends, and it is wonderful to have this opportunity to be with them today. Some of us have changed quite a bit, blondes and brunettes of 1939 have become grey or white haired gals of 1964, now retired or on the verge of doing so.

It has been a most stimulating experience to have been able to participate in the formation and growth of the National Association of our profession. I hope that we will all continue to be home economists, each active in her own particular way.

It is possible to have this 25th Anniversary Luncheon because some home economists, two in particular, had adventurous spirits, imagination, initiative, personal enterprise and vision. These two Canadian Home Economists, Anna Speers and Katharine Middleton, along with a small committee which had been set up by the Manitoba Home Economics Association, studied the possibilities of the formation of a national association, and the organization of a convention to be held in Winnipeg in 1939. Any of you who know them will know that it did not take our two leaders

*Miss Katharine Middleton
and Miss Anna Speers.*

Three Honor Awards at 25th Anniversary

very long to get working at top speed and carry the committee along with them. You all know what happened after that, and so today we are honoring these two Home Economists who charted the course which resulted in the formation of the Canadian Home Economics Association on July 4, 1939.

Those attending the first meeting were infected with the same boundless enthusiasm which was generated by Anna and Katharine, but I wonder if even they could foresee that at the time of our 25th Anniversary the Mayor of Winnipeg would proclaim this to be "Home Economists Week" (and present us with the Crest of Winnipeg — a very charming gesture. Thank you.)

By now many of you will have had experience in the organization of a convention of our National Association. (We in Winnipeg, have even had the experience of organizing a Convention which did not take place, that as you know, was in 1945.) And so many of us know what a tremendous piece of work it is. While we were at the planning stage for the inaugural convention few of us had had experience in planning the organization of an association, and some of us had never attended a convention of a National association — how green we were! But under the guidance of our two fellow home economists we didn't need precedents to follow, it didn't seem to matter that we had no convention funds (and I am sure that in those days there were no income tax deductions which our two sponsors could collect!).

In the "Tribute" by Bertha Peterson in the 25th Anniversary Journal (and what a splendid Journal it is!) Mrs. Peterson told us that Katharine and Anna "had the courage and energy of youth" as well as determination and perseverance. I would like to add that twenty-five years later they still have the same characteristics.

I am sure that in time there would have been a Canadian Home Economics Association but it might have been many years after July of 1939 before it was organized. As you all know by September of that year our minds were on the tragedy of war. I believe we made a very worthwhile contribution to the war effort, largely due to the fact that we were organized by these two outstanding home economists, whose inspired leadership carried us through to the day when we became members of a National Association.

Mrs. Watson invited me to take part in this Anniversary Luncheon at which Anna Speers and Katharine Middleton are being honored, because I know them both so very well. Our President

*Miss Charlotte Black
receives Life Membership
Award from
Miss Isabelle Elliott.*

ds Presented 7 C.H.E.A. Convention

asked me to say a "few well-chosen words." I have said these few words, which I hope you will consider to have been "well-chosen," as a tribute on your behalf to two outstanding Home Economists.

Madame Chairman, it is with very great pleasure that I present to the Canadian Home Economics Association, Miss Anna Speers and Miss Katharine Middleton, for the Association's Honor Award.

MISS CHARLOTTE BLACK

*(Award address by Miss Isabelle Elliott at
C.H.E.A. Convention Final Banquet, July 9, 1964)*

One of the very pleasant things that the Canadian Home Economics Association has done during the twenty-five years of activity was to establish the Canadian Home Economics Honor Award. The delightful privilege is now mine to present to you one of our distinguished members for this honor. She is one whom I believe is very well known to most Canadian, many American, and numerous International home economists. I am pleased to announce that Miss Charlotte Black, head of the School of Home Economics, at the University of British Columbia, is this year's recipient.

Miss Black received a B.Sc. (H.Ec.) from the University of Manitoba and an A.M. degree at Columbia University. Her teaching career in Secondary Education was in Vancouver, B.C., where she achieved outstanding success, that is, according to reports from former students and fellow workers. Some of her time was spent with the Provincial Director of Home Economics in British Columbia where she obtained a bird's eye view of what was going on in Home Economics in British Columbia, and later gave a course in Home Management at the University of Washington in Seattle. On her return to Vancouver she was appointed to the position which she still holds.

Miss Black has always maintained an active interest in the Canadian Home Economics Association. She is a charter member and was present at its inaugural meeting. She was the first Secretary-Treasurer, and also British Columbia's first Provincial Representative. She has served on the Education Committee, and as Chairman of the Constitution Committee. When the Canadian Home Economics Convention was held in Vancouver in 1956, Miss Black was the Chairman — that's why it was so successful. During the two years preceding the 1956 Convention, she attended all the Executive Meetings and assisted with negotiations



when the Canadian Home Economics Association became incorporated in 1954.

Other assistance includes her activities with the Professional Progress Committee when she was a member of the group appointed to review their materials and to draft their proposals. She has served as a member of the Fellowship Committee, the Extension Committee and Family Life Committee — all these committees know the value of her contributions. She is presently a member of the Family Life Committee.

Miss Black also represented the Canadian Home Economics Association at International meetings. In 1953 she was one of the official representatives to the International Federation of Home Economics at the Edinburgh Congress and again in 1958 at the Congress held at the University of Maryland. And more recently, on behalf of C.H.E.A. she prepared the Preliminary Report sent to participating countries for submission to the 10th International Federation of Home Economics Congress in Paris in 1963.

Added to this Miss Black has been advisor to the Canadian Home Economics Association. Representative to the Canadian Dietetic Association—Canadian Home Economics Association joint meeting in Vancouver in 1961, and following this acted as advisor to the Committee revising the Monograph "Home Economist." Readers of the Journal are familiar with her timely contributions and look forward to more of her writings in this and possibly in other fields.

Miss Black, on behalf of all of the members of the Canadian Home Economics Association it gives me great pleasure to present to you this Honorary Life Membership in our Association. You have made an outstanding contribution to the profession and to our Association, for which we are most grateful. We wish you good health and much happiness in the years ahead.

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Applications are invited for this challenging position to be responsible for planning and directing the work of the Consumer Section.

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Report of the Annual Meeting of the Canadian Home Economics Association

The annual meeting was held in the Colonial Room, Royal Alexandra Hotel, Winnipeg, Manitoba, July 8th, 1964.

The President, Mrs. Watson, called the meeting to order at 9:10 a.m. and welcomed all members to the business meeting of the 13th Biennial Convention of C.H.E.A.

Greetings were read from Dr. Laura Pepper and the announcement was made that the large basket of flowers on the platform had been presented to us by Miss Frances MacKay.

The President expressed grateful thanks on behalf of the association to Mrs. Margaret Ciekiewicz (née Gushe) for the excellent rendering of the C.H.E.A. crest which was presently being displayed in the C.H.E.A. booth.

The minutes of the 1963 Annual Meeting were accepted as printed and distributed. Arising from these minutes and the 1962 minutes was the report of the C.D.A.-C.H.E.A. Liaison Committee presented by Miss Jean Fewster. Members were informed that the C.H.E.A. Board of Directors had accepted the principle of a joint C.D.A.-C.H.E.A. Convention to be held in Toronto in 1970. The report of the C.D.A.-C.H.E.A. Liaison Committee was accepted as read. The president commented on this very interesting report, that showed a tremendous step ahead in bringing about more co-operation and understanding between the two national groups.

Mrs. Lorne Grainger, chairman of the Silver Jubilee Scholarship Drive, was unable to attend. Her report was given by the Secretary. A Silver Jubilee Scholarship Drive has been planned. A letter had been sent to each provincial representative by the president outlining the nature of the drive. Each registrant at the convention received an invitation to contribute. The appeal will be made to all the members of our professional organization, to all who have studied in this area and appreciate its value, and to any others interested who wish to support our progress. Since it

requires a capital fund of \$50,000 to yield enough interest for a scholarship, a request was made for funds to carry on the drive. A motion was passed that \$1,000 from the C.H.E.A. Savings Account be made available to Mrs. Grainger's committee. It is expected that the drive will be completed in two years.

The Definitions Committee that had been appointed before the 1962 Annual Meeting had been asked to re-word their former presentation. The revised versions were presented:

(1) "Home Economics is the area of study that correlates the humanities and sciences concerned with food, clothing, shelter and human relations and their effective application in the family, community and world."

This definition was accepted.

After considerable discussion and re-wording the definition for a Home Economist was accepted "subject to consideration and modification in two years' time."

(2) "A Home Economist is one who holds a university degree in home economics and applies her knowledge in the field of education, nutrition, family living, business, communications or research."

Dr. Edith Rowles presented the report of the Special Membership Committee. Although it was agreed that we need to find ways to increase the circulation of the Journal, it was not possible to create a new category of membership without a notice of motion as stated in our bylaws. A motion was passed that this report be given further study.

In reply to the question as to whether printing costs would drop appreciably if the number of Journals printed were increased Mrs. June Jackson, Associate Editor of the Journal, presented statistics for the period 1962-64 which indicated total number of copies printed varied from 1,300 to 1,600, cost per copy ranged from 46¢ to 48¢, therefore the increase in number of

copies printed had not brought about any decrease in price.

Mrs. Jackson quoted from Miss Middleton's report of the first convention of 1939 "Whether membership would be individual or with groups affiliated was fully discussed at the first business meeting. Due to the fact that in Vancouver and in Toronto there are two separate groups and that in these provinces and in a few others there is more than one group already organized, it was felt that at first it would not be wise to limit membership to affiliated groups, and that affiliation of groups could not be accomplished during the first few years." A motion was passed at that time that "the Canadian Home Economics Association be set up with a view to forming a federation of provincial groups, and that provision be made for members at large." Now, after 25 years, the association might consider moving toward the formation of a federation.

Miss L. Smith, business manager of the Journal, reported that not all Universities and Schools of Home Economics are getting the journal for their libraries and said that this would be one way of helping circulation (\$2.00 per year).

A motion was passed asking the Executive to appoint a Legislation and Constitution Committee.

The reports of the President, Vice-President, Secretary-Treasurer and General Secretary were accepted as printed and distributed.

The reports of the Provincial Directors and Chairman of Standing and Special Committees were accepted as printed.

The H.E.I.B. New Project Resolution was presented by Mrs. Auclair for Miss Carol Taylor. They wish to publish a six column brochure to promote Home Economics in Business. It is designed for distribution to teachers, students and interested businesses. A motion was passed that \$350 be made available to the HEIB's for this project which will be the first of a series of brochures to be published by C.H.E.A. Four estimates of cost were to be considered.

Dr. McCready asked if C.H.E.A. was still interested in the Canadian Freedom

from Hunger Campaign and Mrs. Watson reported that this is a continuing activity.

Miss Beatrice Mahoney in presenting the Courtesy resolutions said: "It is a milestone indeed to have reached the 25th anniversary of the founding of the Canadian Home Economics Association. We truly owe a debt of gratitude to the charter members of our Association who had the initiative and foresight to launch this organization.

The success of this 13th Biennial Convention is due to the untiring efforts and splendid co-operation of many groups and individuals. As members of the Canadian Home Economics Association we are deeply grateful to them all."

A proposed budget was presented and adopted.

The report of the Special Nominating Committee to fill two vacancies was received and accepted.

Membership Chairman — Miss Edith Bradbrooke.

Clothing and Textiles Chairman — Miss Grace Frank.

The Report of the Nominating Committee for the remaining offices was accepted as printed. Mrs. Watson, the president, announced that all positions have been filled and then called on Mrs. Holcomb, the incoming president, to say a few words.

Mrs. Holcomb said that she hoped she could begin to do half as well as our President, Kay, had done for the past two years and she was going to need the support of all of the members. Mrs. Holcomb was extended a warm round of applause by the members.

The meeting adjourned.

Editor's Note

By error it was mentioned that Miss Estelle LeBlanc and Miss Mary Clarke were C.H.E.A. delegates to the Eighth International Home Economics Congress in Stockholm in 1948. Actually, it was Miss Ruth Binnie and Miss Estelle LeBlanc who were our delegates at that time. Miss Ruth Binnie, M.S., contributed an account of the meetings at Stockholm in the Canadian Home Economics Newsletter, No. 5, Volume VI, Montreal, December, 1949.

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MARGARINE

Fleischmann's 100% Corn Oil Margarine (lightly salted) contains almost a full cup of liquid corn oil per pound.

Unlike many margarines which are made from a mixture of oils, Fleischmann's is made only from pure corn oil. More than 80% of the fatty acid content is unsaturated. It provides the highest polyunsaturated to saturated fats ratio (1.7 to 1) of all leading margarines. This unique margarine exceeds the requirements suggested by many heart authorities* for an acceptable margarine for use in diets to lower serum cholesterol.

Because it is made from pure corn oil, Fleischmann's has a light, delicate flavor, and always spreads easily. Available at retail grocers across Canada.

*American Heart Association: "Planning Fat-Controlled Meals for 1200 and 1800 Calories", N.Y.C., 1962.



D.03.001. No person shall claim that a food to which no vitamin has been added is "an excellent dietary source" of any vitamin named on the label unless the food contributes in a reasonable daily intake, as ordinarily consumed or prepared as directed on the label, not less of the vitamin in respect of which the claim is made than the amount listed herein for the vitamin.

- (a) for vitamin A, 1,200 International Units,
- (b) for thiamine, 0.45 milligram,
- (c) for riboflavin, 0.75 milligram,
- (d) for niacin, 4.5 milligrams,
- (e) for ascorbic acid, 15 milligrams,
- (f) for vitamin D, 400 International Units,
- (g) for vitamin B complex, an amount that will supply not less than the following amounts of any three of the following factors:
 - (i) 0.3 milligram of thiamine,
 - (ii) 0.3 milligram of riboflavin,
 - (iii) 1.5 milligrams of niacin,
 - (iv) 0.25 milligram of pyridoxine, or
 - (v) 0.5 milligram of *d*-pantothenic acid.

D.03.002. No person shall claim that a food to which no vitamin has been added is "a good dietary source" of any vitamin named on the label unless the food contributes in a reasonable daily intake, as ordinarily consumed or prepared as directed on the label, not less of the vitamin in respect of which the claim is made than the amount listed herein for the vitamin

- (a) for vitamin A, 600 International Units,
- (b) for thiamine, 0.25 milligram,
- (c) for riboflavin, 0.4 milligram,
- (d) for niacin, 2.5 milligrams,
- (e) for ascorbic acid, 7.5 milligrams,
- (f) for vitamin B complex, an amount that will supply not less than the following amounts of any three of the following:
 - (i) 0.15 milligram of thiamine,
 - (ii) 0.15 milligram of riboflavin,
 - (iii) 0.8 milligram of niacin,
 - (iv) 0.15 milligram of pyridoxine, or
 - (v) 0.25 milligram of *d*-pantothenic acid.

D.02.008. The label of a food represented as containing a vitamin to which no vitamin has been added shall not, except in cases permitted by D.02.014, D.03.001 and D.03.002, carry any statement regarding the vitamin content of the food.

D.02.014. A food represented as containing a vitamin and that is used solely for feeding children under two years of age may carry a statement on the label of its vitamin content in terms of the specified units per ounce.

The Consumers' Understanding of Some Permitted Claims for the Vitamin Content of Foods

by ELEANOR M. ORDWAY*

Introduction

Regulations made under the authority of the Food and Drugs Act contain requirements that if certain types of claims are made for a food, either on a label or in an advertisement, such claims shall be made in a specified manner. Examples of this kind of requirement with respect to vitamins are included in sections D.03.001 and D.03.002 of the Food and Drug regulations. In addition, section D.02.008 prohibits, with one exception, any statement being made other than those permitted in the two sections first mentioned. These regulations apply to food to which no vitamins have been added; there are other requirements applying to foods with added vitamins. The sections of the Regulations referred to above are quoted on opposite page.

These regulations can be interpreted in ordinary language to mean that labels or advertisements on foods to which no additional vitamins have been added, may bear no statement with respect to vitamin content other than that the food is "an excellent dietary source" or "a good dietary source" of any vitamins that may be mentioned. Furthermore, these statements may be made only if the food contains at least the minimum amounts of the vitamins listed in the appropriate sections. For example, a food that contains, without any addition by the manufacturer, at least 15 milligrams† of Vitamin C (ascorbic acid) in a reasonable daily intake may be advertised and labelled as "an excellent dietary source" of Vitamin C. Likewise, a food containing 7.5 milligrams of Vitamin C may be advertised and labelled as "a good dietary source" of Vitamin C. The manufacturer may not,

however, indicate the actual amount of vitamin C present in milligrams per 100 grams. Thus the terms "good dietary source" and "excellent dietary source" serve as a guarantee of minimum potency. Labeling and advertising of foods to which vitamins have been added by the manufacturer are dealt with in other ways which will not be discussed at this time.

As an example of the application of these regulations, orange juice may be labelled or advertised as "an excellent dietary source" of vitamin C (ascorbic acid) since a four-ounce glass of orange juice, which is considered to be a reasonable daily intake of this food, contains at least 15 milligrams of vitamin C.

The purpose of these regulations is to provide for fair and orderly labelling and advertising of foods on the basis of their natural vitamin content in a manner that will not be confusing to the consumer. Confusion could easily arise in the normal course of competitive advertising, if the regulations left this subject to be dealt with as seemed advantageous to the advertiser. There are two main reasons for this. The first is that consumers cannot know their own particular requirement for any vitamin since individual needs vary from person to person and even from time to time. Most consumers are not, therefore, in a position to know whether or not 15 milligrams of vitamin C represents a significant portion of their daily requirement for this vitamin. Use of the terms "good dietary source" and "excellent dietary source" was introduced to give consumers a basis for differentiating between foods with differing vitamin content and also to make sure that when they are used, the actual amounts of the vitamins present are really significant. Secondly, samples of any particular food may differ considerably among themselves in the amount of vitamins they naturally contain.

*Chief, Consumer Division, Food and Drug Directorate, Department of National Health and Welfare, Ottawa, Ontario.

†There are 28,350 milligrams in one ounce (avoirdupois).

Recommended daily intakes for vitamins and other nutrients have been the subject of much study and disagreement. The disagreement among the experts is apparent in the differences that exist in the so-called dietary standards that have been set up in different countries. Dietary standards usually consist of tables listing the various nutrients in foods which are considered necessary for good health. A specific amount of each of the nutrients is given in the tables and it is recommended that these amounts be consumed every day. As an example, the dietary standard established by the Canadian Council on Nutrition recommends a daily intake of 30 milligrams of vitamin C (ascorbic acid) for persons over six years of age and 20 milligrams for persons under six years of age. Recommendations for two special groups having extra needs are also given, namely, 40 milligrams daily for pregnant women and 50 milligrams for lactating women.

In reference to the variation of individuals referred to, the amounts recommended in the dietary standards were calculated to provide adequate supplies of vitamin C for the great majority of people, realizing that those who need less will get a surplus.

It will be seen that 15 milligrams of vitamin C is a very significant portion of the recommended daily intake of this vitamin for any of the groups of people referred to in the Canadian dietary standard.

The other source of possible confusion and difficulty is that samples of any particular food vary considerably in the amount of vitamins they may naturally contain. The amount of vitamin C in an orange can only be determined by the actual analysis of that orange. However, results from extensive surveys of the vitamin C (ascorbic acid) content of orange juice obtained from oranges grown in different parts of the world provide a very reliable average for the vitamin C content of orange juice. From this information, it can be stated that four ounces of fresh orange juice will contain in excess of 15 milligrams of vitamin C.

The only question remaining to be clarified is how the "reasonable daily intake" referred to in the regulations is arrived

at. The value of a food as a vitamin source depends, not only on the amount of vitamin in that food, but also on the amount of the food eaten. For this reason, the acceptability of any food as a "good" or "excellent" source depends on how much of it may be considered to be "a reasonable daily intake." In most cases, a reasonable daily intake consists of one average serving per day. On the other hand, foods such as butter, milk and bread frequently are taken with all meals and a reasonable daily intake consists of three average servings.

Standard tables of food values¹ are available and these often list the amount of the food in an average serving. In spite, therefore, of the apparent vagueness of the phrase, in practice its interpretation has given rise to very few difficulties.

To sum up, it can be said that the statement on the label of a food that it is a "good" or "excellent" dietary source of a vitamin is based upon considerable technical knowledge in relation to composition, human dietary needs and consumption habits concerning foods. Such a claim can amply be justified, for example, in relation to "excellent" sources, since these will supply about half of the recommended daily intake and it usually is not difficult for one to obtain the other half from all the other foods consumed in a normal varied diet. On the other hand the "good dietary sources" of a vitamin supply only about one quarter of the recommended daily intake provided in the Canadian dietary standard for that vitamin.

As has been previously stated, the purpose of the regulations under discussion here is to have the advertising and labeling of the foods in question conform to an accepted pattern that will not confuse the public and that will provide them with useful information in words they understand. No special effort has been made up to the present to tell the public about the meaning of the phrases "an excellent dietary source" or "a good dietary source" of a particular vitamin when it appears on a label or in an advertisement, although these regulations have been in effect for many years. Perhaps it was assumed that the meaning of the wording required by the regulations was self-evi-

dent and that everyone would know that an "excellent" source is better than a "good" source, and that foods advertised as either would provide a worthwhile quantity, although even this would not be a complete story of the significance of the words in a nutritional sense. In any event, the providing of such information to the consumer requires an organization that is charged with the responsibility of doing so and with the staff to carry out such work. Only recently has the Food and Drug Directorate established a Consumer Division to serve as a liaison between the Directorate and consumers.

In a preliminary discussion of these particular regulations with a few members of the Consumers' Association of Canada, it became apparent that a number of questions should be answered if the officers of the Directorate were to know whether the public was making any practical use of the required statements. For example, what proportion of the public think an "excellent" source is better than a "good" source, when these terms are used in advertising? Indeed, what proportion remember them being used in connection with labelling or advertising? When a consumer sees these claims, do they influence her purchasing? Does she know there is a government regulation covering the use of these words and that they have a real significance in terms of the nutritional value of the product advertised in relation to the human need for vitamins? It does seem necessary to say, at this time, that if the mandatory labelling requirements of the Food and Drug regulations in respect to food are meaningless to the consumer, a significant portion of the work of the Directorate is not effective. It cannot be expected, of course, that every purchaser will understand or even read everything printed on a label. Nevertheless, it was considered advisable to obtain answers to the questions raised in the meeting with the Consumers' Association of Canada and a decision was made to carry out a limited survey of the public for that purpose.

Method

From previous experience in carrying out surveys to obtain samples of consumer opinion and information, it was decided that the present survey should be con-

ducted by telephone. The method of selecting names for questioning was that employed in a previous telephone survey, the results of which were recently published².

Consideration had to be given to the limitations of staff and funds that could be employed for the purpose and a decision was made to limit the survey to Ottawa-Hull and vicinity. The sample from this area was selected on the basis of previous surveys which showed that it represented reasonably well the average opinions and public awareness of food labelling of other Canadian cities from west to east. Furthermore, about a quarter of a group randomly selected from the *Ottawa-Hull and Vicinity* telephone directory replied to previous questions in French and therefore both language groups would be fairly represented.

Five hundred names were selected from the telephone directory and each of these was called. The questions were read from forms, one of which was filled out for each person telephoned. Calls were made to each number and if there was no answer or no responsible person was at home, second and third calls were made. If no satisfactory contact was made at this point, the number was deleted from the sample. The conversation was carried out in English or French according to the wishes of the consumer (about 75 per cent spoke in English, 25 per cent in French) but there were 14 who could use neither language satisfactorily and these too were deleted. From the 500 names selected, 398 persons completed questionnaires.

The questions are given in Table 1 and the answers to the questions tabulated in numbers or per cent in Tables II to VI.

Results

In answer to questions 1A and 1B (Table II), 63.6 per cent of those replying said they had seen the phrase "an excellent dietary source" of vitamins, presumably in connection with labels or advertisements, while only 37.4 per cent had seen the phrase "a good dietary source" (Table II). Five per cent gave no answer to the question concerning "excellent" dietary sources and 20 per cent did not reply when questioned about having seen "good" dietary sources mentioned. Perhaps the differences in these results might have been expected.

TABLE I

QUESTIONNAIRE FOR CONSUMER OPINION SURVEY

on the terms

"GOOD" AND "EXCELLENT" DIETARY SOURCES OF NUTRIENTS

I. The advertisements and labels for certain foods such as drinks, juices and cereals carry a statement about vitamins:			
A. Have you ever seen the phrase "an excellent dietary source of vitamins"?		Yes ☐	No ☐ No Answer ☐
B. Have you ever seen the phrase "a good dietary source of vitamins"?		Yes ☐	No ☐ No Answer ☐
II. A. Would you say there is, or there is not, a difference between a product labelled "an excellent dietary source of vitamins" and one labelled "a good dietary source of vitamins"?		Is a difference ☐ Is not a difference ☐ No answer ☐	
II. B. Why do you say that?.....			
III. A. Do you buy any foods because they are labelled or advertised as a good or excellent source of a vitamin?		Yes ☐	No ☐ No Answer ☐
III. B. Do you buy them—Regularly? Sometimes? Seldom?		Regularly ☐	Sometimes ☐ Seldom ☐
IV. Do you think that the phrases "an excellent dietary source" and "a good dietary source" can be used any way the manufacturer likes, or are there certain government regulations controlling their use?		Use as like ☐ Government regulated ☐ No answer ☐	
City: OTTAWA		Phone No.....	Date.....
Name.....		Page No.....	Col. No.....
Use this section only if NO ANSWER on first call			
Dates of Calls	Morning	Afternoon	Evening
1st.....	.....	.....	.....
2nd.....	.....	.....	.....
3rd.....	.....	.....	.....
Male ☐ Female ☐		English ☐	French ☐
Refused to Answer ☐		No Contact ☐	Language Difficulty ☐

Those who sell "excellent" sources are more likely to talk about it than are those who have only "good" sources to sell, and, although the author has no evidence to support the belief, there may well be more foods advertised as "excellent" sources than as "good" sources of vitamins. Furthermore, the regulations allow more to be said about "excellent" sources than about "good" sources of vitamin. In addition it is possible that a person remembers buying a product referred to as "excellent" more readily than one referred to as "good."

Impressions of the differences in the minds of consumers between products labelled an "excellent dietary source" and those labelled as a "good dietary source" are summarized in Table III. Only 50 per cent thought there was a difference, 25.9 per cent thought there was no difference and 24.1 per cent gave no answer. In either case, 8 and 9.3 per cent respectively could give no reason for their beliefs. In giving their reasons, 75.4 per cent of those who replied "yes" to question II-A said that the word "excellent" meant better than "good" (Table IV). This latter finding confirms the assumption that the meaning of the words would be self-evident. Of those who said there was no difference in the meaning of the terms "excellent" and "good" used in connection with advertising and labelling of foods containing vitamins, 28 said that the terms are used interchangeably, 18 said they were used as an advertising gimmick and 57 had other or no reasons at all (Table IV).

When asked whether they bought foods because they were labelled or advertised as a "good" or "excellent" source of a vitamin, only 35.2 per cent said they did, and 22.6 per cent said they bought them regularly (Table V).

Finally, Table VI shows the number and percentage of those who believed that the government controlled the use of the phrases in question. Fifty per cent thought the government regulated their use, 15.6 per cent thought the manufacturer could use them where and as he pleased and 34.4 per cent could give no answer because they did not know.

Discussion

It is interesting to note that almost two-thirds of those questioned remembered having seen the phrase "an excellent dietary source" used in connection with labels or advertising of the vitamin content of a food and only somewhat more than half that number could remember having seen the phrase "a good dietary source." A possible explanation of this difference has already been presented. In any event, 63.6 per cent is a proportion higher than was expected to have remembered seeing the reference to "excellent" sources.

Since the public had not received any information about the meaning of, or basis for, these statements, it might be surprising to learn that 50 per cent of those questioned thought there were certain government regulations controlling their use. It is quite likely that this answer was given by many only because they believed the government must or should have some responsibility for labelling of foods. It is almost certain that none of those questioned in this survey were aware of the relative differences between "good" and "excellent" sources in that the "excellent" has about double the vitamin content of the "good," nor would they know that either would supply a really significant amount of their requirements.

It should be noted, that while there is provision for an "excellent" source of vitamin D at the level of 400 International Units in a reasonable daily intake of food, there is no corresponding "good" source permitted in the regulations (see regulations quoted inside the front cover). In fact, there are very few foods, if any, that contain naturally occurring Vitamin D in the amount of 400 International Units in a reasonable daily intake. It is apparent that vitamin D is a special case, since it is not naturally present in significant amounts in most foods. The use of cod liver oil or some other vitamin supplement containing vitamin D is advisable. On the other hand, it must be remembered that it is possible to get too much vitamin D.

The Regulations make provision for the advertising of "excellent" and "good" sources of the vitamin B complex but in recent years there appears to be less interest in nutritional circles in the concept of the vitamin B complex than there was

TABLE II

**THE ADVERTISEMENTS AND LABELS FOR CERTAIN FOODS SUCH AS DRINKS,
JUICES AND CEREALS CARRY A STATEMENT ABOUT VITAMINS:**

Question 1-A. Have You Ever Seen the Phrase "An Excellent Dietary Source of Vitamins"?

Question 1-B. Have You Ever Seen the Phrase "A Good Dietary Source of Vitamins"?

1-A			1-B		
Yes	No	No Answer	Yes	No	No Answer
253	125	20	149	169	80
63.6%	31.4%	5.0%	37.4%	42.5%	20.1%

TABLE III

Question II. A. Would You Say There Is or There Is Not a Difference Between a Product Labelled "An Excellent Dietary Source of a Vitamin" and One Labelled "A Good Dietary Source of a Vitamin"?

Question II. B. Why Do You Say That?

II-A			II-B			
There Is	There Is Not	No Answer	Gave Reason		Gave No Reason	
			Difference	No Difference	Difference	No Difference
199	103	96	167	66	32	37
50.0%	25.9%	24.1%	42.0%	16.6%	8.0%	9.3%

20 years ago when our knowledge of the B vitamins was considerably less than it is now.

There may be more scepticism than ignorance displayed by the 28 people who said the terms "good" and "excellent" are used interchangeably (Table IV). There were also 18 who thought either claim was an advertising gimmick. The use of such words as "good" or "excellent" in advertising is far from the use of superlatives but it just may be that some of the public are weary of excesses in advertising.

Summary

1. An explanation is given of the basis for, and purpose of, the regulations pertaining to the permitted use of the phrases

"an excellent dietary source" and "a good dietary source" of vitamins in the labelling and advertising of foods containing only the amount of vitamins that naturally occur in them.

2. A survey was carried out to determine the public understanding of these phrases by questioning 398 people selected at random in Ottawa, Hull and vicinity. The following results were obtained: (a) 63.6 per cent of those answering the questions had seen the phrase "an excellent dietary source" in reference to vitamins on a label or in advertising, while only 37.4 per cent had seen the phrase "a good dietary source" used; (b) 50 per cent said there is a difference between the products so

TABLE IV
BREAKDOWN OF REASONS GIVEN IN ANSWER TO QUESTION II-B
Why Do You Say There Is a Difference or No Difference Between a Product Labelled
"An Excellent Dietary Source of Vitamins" and One Labelled
"A Good Dietary Source of Vitamins"?

REASON FOR SAYING THERE IS A DIFFERENCE					REASON FOR SAYING THERE IS NO DIFFERENCE					
Number of Answers Given	"Excellent" Means Better Than "Good"	"Good" Means Better Than "Excellent"	Other Reasons	No Reason	Number of Answers Given	Terms Are Used Inter- Changeably	Advertising Gimmick	Cannot Tell the Difference	Other Reasons	No Reason
199	150	10	7*	32	103	28	18	19	1	37
.....	75.4%	5.0%	3.5%	16.1%	.....	27.2%	17.5%	18.4%	1.0%	35.9%

*Four said "Excellent" means that vitamins have been added.

*Four said "Excellent" means that vitamins have been added.

TABLE V

Question III-A. Do You Buy Any Foods Because They Are Labelled or Advertised as a GOOD or EXCELLENT Source of a Vitamin?

Question III-B. Do You Buy Them—Regularly? Sometimes? Seldom?

III-A			III-B		
Yes	No	No Answer	Regularly	Sometimes	Seldom
140	248	10	90	38	12
35.2%	62.3%	2.5%	22.6%	9.6%	3.0%

TABLE VI

Question IV. Do You Think That the Phrases "An Excellent Dietary Source" and "A Good Dietary Source" Can Be Used Any Way the Manufacturer Likes, or Are There Certain Government Regulations Controlling Their Use?

Manufacturer Uses Terms As He Likes	Government Regulates Their Use	No Answer
62	199	137
15.6%	50.0%	34.4%

described and 25.9 per cent said there is no difference; (c) of those who said there is no difference, 75.4 per cent gave as their reason for saying so the fact that the word "excellent" means better than "good," a further 5 per cent thought that "good" meant better than "excellent" and a variety of other reasons were given for saying that there is or is not a difference between the foods described as "good" or "excellent" sources; (d) only 35.2 per cent said they were influenced in their buying by seeing the terms used in labelling or advertising; (e) finally, 50 per cent said they thought the government controlled the use of the terms and only 15.6 per cent thought the

manufacturer could use the terms as he liked.

Acknowledgements

The author would particularly like to thank Miss E. J. Janssens, Mr. J. H. Irving and the staff of the Consumer Division for their help in compiling the data.

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- 1 Table of Food Values Recommended for Use in Canada. Nutrition Division, Department of National Health and Welfare. Second Edition—1951.
- 2 Consumer Reaction to Advertising of Polyunsaturated Fats and Cholesterol. Eleanor M. Ordway and Elza J. Janssens, Consumer Division, Food and Drug Directorate, Department of National Health and Welfare, Ottawa. Canadian Home Economics Journal, September, 1963.

Report of the Family Life Committee

Canadian Conference on The Family Ottawa, June 7-10, 1964

by DR. MARGARET MCCREADY, *Dean, Macdonald Institute, Guelph, Ontario*
and MARJORIE A. HARRIS, *Macdonald Institute*

The Conference, sponsored by Their Excellencies, the Governor-General and Madame Vanier, was in planning for two years at least. Approximately 350 delegates were invited to attend: three of these were home economists by profession. Mr. A. D. P. Heeney, opened "one of the most impressive ceremonies ever accorded a project in the social sciences," according to one news report.

Plenary sessions on each of the four days of the conference, with French and English translation equipment available, provided outstanding speakers. These were followed usually by a panel of three or four well-chosen discussants with audience participation encouraged. Dean Philippe Garigue, of the Social Sciences Faculty, University of Montreal, covered a wide range of historical background and theory of the family in society. The discussants agreed on the validity of encouraging the use of the scientific method in research on the family and its changing structure, Rabbi S. E. Rosenberg of Toronto insisting on the spiritual need of man for God in family life. Other plenary session speakers included Dr. Nathan B. Epstein, psychiatrist-in-chief, Jewish General Hospital, Montreal, who stressed the family as the primary socializing unit of society essential for the development of personality which must be made and kept stable and functioning for both child and adult. One discussant challenged the speaker's message regarding the mother being so vital that she should be at home thereby reducing tensions to the minimum, whereas reaction to stress and tension allows growth into autonomous individuals! The other declared himself in favor of advancing education for family life despite certain criticism to the contrary.

Now, with nearly 40 specially prepared briefs from individuals and agencies, including the Canadian Home Economics Association, there is a mass of interesting and valuable material which home economists

should obtain for a nominal fee from Canadian Conference on the Family, 55 Parkdale Avenue, Ottawa 3.

Within this context, the delegates participated in Round Table Workshops. M. Gerard Pelletier, *Redacteur en chef, La Presse, Montreal*; Dr. Herbert L. Pottle, *Principal Research Officer, Department of National Health and Welfare, Ottawa*; Dr. John C. Spencer, *University of Toronto School of Social Work* reviewed the recommendations from these groups. The delegates stressed that this Conference should develop the work of the family through the co-ordination of educational groups with all religious denominations. Social Institutions must be organized with new ideas advanced by studying the values and customs of rural families. Child care and adequate nutrition are two basic needs of the community that must be studied in order to strengthen family welfare. A universal health plan including dentistry would mean a balanced community health service. Canadian families require family spending plans if material achievement is to mean success. The importance of grandparents to family living should be permanently accepted because extended families are necessary in society as the nuclear family can not carry the burden. All members of this symposium emphasized that the function of these groups was how to assign the lessons of this Conference to the community.

In all phases of the Conference we were informed that special problems of families make it difficult for the scientific man to advance. Analysis of theory, technical terms will not solve all problems but may eliminate some of our dissolutions. This is a challenging opportunity for research to ascertain facts through the study of these problems:

1. Whether women should have careers;
2. Equality of women and men;
3. Family conciliation;

4. How family members communicate with other members of the family?;
5. The results of family life education;
6. Different values in families;
7. Family authority with respect to community authority;
8. The effect experiences have on families;
9. The effect or image of father and mother on the child.
10. The effect of mothers working on the children;
11. How women work differently than men in industry;
12. Patterns of part-time workers.

At the closing session, Dr. J. F. Leddy, new President of the University of Windsor, paid a fitting tribute to the Vaniers, whom the delegates had honored by proposing in a unanimous resolution that a permanent Vanier Foundation on the Family be established. Dr. Leddy reminded us of our Greek heritage through Aristotle, in the 4th Century B.C., who claimed that the two areas most important for the realization of a good society were economics (meaning the science of home management) and politics (the science of government). This ancient challenge is particularly relevant to those in home economics, and makes us aware of our need to work with others who are concerned on the problems of family life today and to help in their resolution.

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A536—August 5, 1964

Abstracts of Current Literature

Submitted by ECOLE DE SCIENCES DOMESTIQUES, Université Laval

Qu'est la jeunesse etudiante de 1964?

[Who are the college students of 1964?]

J. GENEST, Ed., and 12 collaborators;
1964; *College et Famille*, XXI: 51-180.

The theme of the survey was suggested by the parents who worried and questioned the attitude of the young adults.

Sixteen colleges have accepted the challenge, and ten questions prepared by educators and experts were distributed to 2,000 upper class students.

These questions and answers, dealing with child education, leisure, love, religion, heroes and idols, social responsibilities and money, help to trace the portrait of a generation, the generation of those now in the twenties. They could thus be described: born in 1944, will die in 2024 after 80 years of life. They have not known Hitler, Mussolini, Stalin, nor the second world war. They have not lived through the breakdown of the Empires (the big five in 1945); but they have known the consequences of the atomic age—such as the cold war. They live in full ideological pluralism and in the renewal of the council. They are stamped by John Kennedy and John XXIII. Now French Existentialism has exhausted its virulent strength like a erected wave beginning to recede.

A time of prosperity has prematurely led them to a wide freedom in the use of the good earthly things. They were born in an age of liberty and chafing under paternal authority, wish to master their own destiny. You may find a young beatnik who will discuss poverty like a St. Francis of Assisi, and at the same time, free love as a Simone de Beauvoir. Multiple and contradictory ideas or desires clash. Traditions are there and also the novelties which form interior chaotic cocktails.

This survey helps us to realize that through these young adults, we hear the voice of our time. The time we live in or experience, in the world and in Quebec, is like a rumor which becomes clear through their remarks, their aggressiveness, and their vital enthusiasm.

We see as truly human, this time lived and felt with the perspicacity of intuition, analyzed and simplified with the audacity of the militants, and deeply loved by this over-confident generation. Seeing the world through their eyes and words, parents and educators will learn to be confident in the future. This future belongs to them and they wish to build it.

L'enquete. [The survey.]

M. A. TREMBLAY and G. FORTIN; 1964;
La Revue Desjardins, 30: 12-14, 32-36,
52-55, 70-73, 110-112 (to be continued).

A survey sponsored by the Fédération des Caisses populaires Desjardins was conducted by the Social Research Center of Laval University. Its purpose was to study the conditions of living, the needs and goals of the French Canadian salaried families. The study was centered not only on the structure of the family budget but also on the analysis of attitudes toward credit and savings, in order to obtain, from the observed distribution of expenditures and incomes, an indication of the system of values, the structure of needs and the fundamental goals of the family.

In general, the 1,500 families studied had five members and the father possessed a limited education. As a social group, they represent 70 per cent of the population of the province of Quebec.

A report of the survey is currently published, by sections, in the 1964 issues of *La Revue Desjardins*. The results have already been summarized in a booklet: "La situation économique des familles canadiennes-françaises" [The economic status of French Canadian families], Lévis, La Fédération des Caisses populaires Desjardins. Some of the findings, to be reported in more detail in the incoming articles of the series referred to here, would be the following: (a) most of the families lived day by day without budgeting; (b) the traditionalist French Canadian culture did not influence the economic behavior of the families; (c) advertising had a potent effect on the levels of consumption; (d) the families made an intensive use of credit; many assumed that credit is necessary for the salaried to maintain a good standard of living, which meant to have a car, modern furniture, electric appliances, etc.; (e) the mother directed the economic behavior of most of the families.

The tensile properties of textile yarns at very high strain rates.

I. H. HALL; 1964; *Journal of Applied Polymer Science*, 8: 237-257.

Recent experiments were conducted from stress-strain curves previously determined at a very high rate and at a normal rate, in order to obtain the breaking stress and extension for all commercially important fiber-forming polymers.

It is likely that the choice of material where high stress is expected should then be influenced by the results.

Some years ago, studies on the effect of strain rate on the tensile properties of textile yarns were made but did not include recent high-strength fibers.

Most yarns were spinning twisted ones. It is interesting to mention that the extension at break of human hair is extremely high as well as its energy to rupture.

All the samples used gave an identical reaction, that is the breaking stress is always greater at a high rate whereas the breaking extension is less at a normal rate, except for silk, which is unusual, because its breaking extension is greater at high rate than at normal.

A similar experiment was carried out with three highly twisted yarns. The results showed that the insertion of twist can be responsible for a change in some properties. In consequence of an inconstant result, it is hard to conclude whether the differences observed came from the material itself or experimental technique, since it was impossible to have an identical type of yarn from the same manufacturer. Accordingly, for the highly twisted yarns, the result is not a reliable guide.

Results are presented by means of figures and tables which appear helpful for selecting fibers.

Carpet stands test of time and traffic.

J. BEDFORD and E. SARDISCO; 1964; *The Modern Hospital* 102: 138.

A five-year experience with carpeting on the corridor of a patient floor is reported. The venture has been successful in terms of labor-saving and public relations as well as without any infection problem.

The carpet was chosen among the 100 per cent wool. A padding of 32- or 48-ounce castle hair on jute was first laid on the concrete slab. An important feature of the material was the backing of ethyl cellulose which permits cutting in any direction, so worn or damaged areas could be cut out and replaced. This ethyl cellulose backing acted as a sealer between the underlay and the top surface of the carpet.

Most stains could be removed with lukewarm water and a synthetic detergent. If not, the stained portion was cut out and replaced. Patchwork was not conspicuous.

Time studies showed that it takes less time to maintain the carpet area than it does to maintain the vinyl asbestos tile in the identical area on the floor below.

The carpeting offers noise reduction and elimination of slipping or sliding.

Because questions have been raised concerning the infection hazard of carpeting, a comparison of two floors was made: one carpeted, the other had vinyl asbestos tile surface. The results show no significant increase or decrease in air-borne bacteria-carrying particles existing between the two test areas. Evidence to date indicates that the carpet is not a hazard as far as staphylococcus or other bacteria are concerned.

Physical activity of obese and nonobese adolescent girls appraised by motion picture sampling.

B. A. BULLEN, R. B. REED and J. MAYER; 1964; *The American Journal of Clinical Nutrition* 14: 211-223.

Evidence that low physical activity is an important factor in the perpetuation, if not in the development, of obesity has been obtained in recent years from investigations using almost exclusively subjective methods for the assessment of physical activity, i.e., interviews, questionnaires and rating scales.

The present investigators used motion picture sampling as an objective measure of activity in a study of adolescent girls engaged in summer camp programs; the subjects also answered a questionnaire designed to reveal their own preception of behavior and feelings in regard to activity.

The obese group and the control group were in different camps, but had similar programs and environmental conditions. The sports chosen for motion picture sampling were swimming, volleyball and tennis. Three-second pictures were taken according to a predetermined study design. A total of 27,211 observations of individual girls were thus obtained. For each individual observation: first, the basic element of locomotion was identified as "lie," "sit," "stand," "walk," "jump," "slide," "hop," "run," "climb" or "swim"; secondly, the intensity of the motion was examined and its calorie cost estimated on a scale derived from values reported in the literature.

Statistical analysis of the results clearly shows that the obese girls were far less active than the nonobese girls, even during the supervised sport periods. On the other hand, answers to the questionnaire indicate that, while the obese girls were aware of being less active than their peers and attributed this to their problem of overweight, they failed to recognize their disinclination for active exercise.

The authors conclude that a serious attempt should be made to teach obese girls to enjoy more intensive exertion, particularly in sport or dance activities which are of social significance to them.

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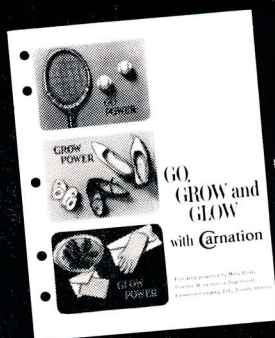
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